

PARENTS' INVOLVEMENT IN RELATION TO KINDERGARTEN LEARNERS' ACADEMIC PERFORMANCE IN CORELLA DISTRICT, BOHOL

LEA LYNN MAE T. LLOREN¹ 

¹Department of Education, Anislag Elementary School, Anislag, Corella,
Bohol, Philippines

Corresponding Author: lealynmae21@gmail.com

ABSTRACT

Article history:

Submission: January 11, 2025

Revised: January 30, 2025

Accepted: February 10, 2025

Publication: March 7, 2025

Keywords — Parents' involvement, learners' academic performance, quantitative descriptive correlational research method

In this study, kindergarten students in Corella District, Bohol, during the 2022–2023 school year were asked about the connections between parental involvement and both academic success and Early Childhood Development (ECD). The study used a quantitative descriptive-correlational methodology that was based on Bruner's Constructivist Theory and Vygotsky's Sociocultural Theory. A standard, modified questionnaire based on Epstein's framework

was used to measure parental participation. The questions focused on parenting, communication, learning at home, and monitoring the child's progress. The Department of Education's standardized Early Childhood Development Checklist was used to measure ECD success in kindergarten. Slovin's formula was used to choose the 82 parents from eight public elementary schools in the Corella District for the group. The results showed that parents were very involved in parenting, talking with each other, and learning at home, but less so in monitoring their kids' mental and behavioral development. Kindergarteners



© Lloren, L. L. M. T. (2025). Open Access. This article published by ACADEME University of Bohol, Graduate School and Professional Studies is licensed under a Creative Commons Attribution-NonCommercial 4.0 International (CC BY-NC 4.0).

You are free to share (copy and redistribute the material in any medium or format) and adapt (remix, transform, and build upon the material). Under the following terms, you must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use. You may not use the material for commercial purposes.

To view a copy of this license, visit: <https://creativecommons.org/licenses/by-nc/4.0/>

made progress typical for their age across all areas of development. The results of statistical analyses showed that age, sex, level of education, occupation, family income, and number of children did not have a significant effect on parental involvement. Spearman's Rank-Order Correlation also showed no significant association between parents' involvement and their children's ECD performance ($\rho = .172$, $p = .072$). The study found that parents in the Corella District were involved in their kids' early education. Still, parental engagement did not significantly predict how well kids would do in kindergarten in terms of developmental outcomes. These results show that ECD outcomes depend on many factors, including the school setting, teaching quality, students' readiness, and broader social contexts. Families and schools must continue to work together to support students' overall growth and get them ready for school.

INTRODUCTION

Parental involvement provides an essential opportunity for schools to enrich their current programs by engaging parents in the educational process. Increased parental involvement has resulted in greater student success in participating actively in school, enhanced partnerships between parents and teachers, and an improved school climate. Parents' participation in their children's schooling will foster healthy involvement and engage them in their children's education. This will influence parents' participation and expectations of their children's development and learning. Schools need to acknowledge cultural variations in parent involvement because parents from diverse backgrounds differ in when, why, and how they are involved in their children's education. Parenting is essential in Philippine society because the family is the center of one's social world.

A common way of thinking about parental involvement often focuses on how parents support their children's education and meet schools' needs. They attended parent-teacher meetings, helped their children finish their homework, volunteered in their children's classrooms a few days a month, and continued to support the school throughout the year. Parental engagement creates meaningful involvement in their child's education, including involvement in learning at home, such as encouragement, support, reading with their children, parent-child discussions, and explicit signals of how much they value education through their behavior and modeling.

When households are stakeholders in students' education, there is an undeniable impact on student achievement. When households get involved and engaged in their child's education, students are more likely to graduate, earn higher grades, improve attendance, and attend college.

The study is based on Lev Vygotsky's Sociocultural Theory, which highlights the importance of interaction and guidance from parents, teachers, and other knowledgeable individuals in children's learning. The theory

emphasizes the significance of scaffolding and social support in enhancing children's cognitive and language development (Vygotsky, 1978).

Bruner's (1966) Constructivist Theory suggests that children actively construct knowledge through meaningful experiences and guided learning. Parents facilitate learning through encouragement, established routines, and activities appropriate to their child's developmental stage (Bruner, 1966).

Bronfenbrenner (1979) explained that child development occurs within interconnected environmental systems. As a kindergarten educator, the researcher explored the relevance of this study to help discover the teachers' and 21st-century learners' assessment and build a strengthened partnership between the school and the parents as the core external stakeholders for their children's education, and determine the effects of parent involvement in their child's learning through the proposed enhancement measures.

The researchers' study aimed to identify parents' involvement in kindergarten performance at the Corella Public Elementary Schools in the Corella District, Province of Bohol, for the School Year 2022-2023, to provide stakeholders such as school administrators, the community, teachers, students, and future researchers with specific recommendations.

Specifically, this study sought to answer the following question:

1. What is the profile of the respondents in terms of;
 - 1.1 age;
 - 1.2 sex;
 - 1.3 highest educational attainment;
 - 1.4 employment status;
 - 1.5 monthly family net income; and
 - 1.6 The number of children?
2. What is the level of the parents' involvement in terms of the factors of the following dimension:
 - 2.1. parenting;
 - 2.2. communicating;
 - 2.3. learning at home; and
 - 2.4. monitoring the child's progress?
3. What is the Early Childhood Development (ECD) performance of the kindergarten learners in the following domains:
 - 3.1. Gross Motor Domain;
 - 3.2. Fine Motor Domain;
 - 3.3. Self-Help Domain;
 - 3.4. Receptive Language Domain;
 - 3.5. Expressive Language Domain;
 - 3.6. Cognitive Domain; and
 - 3.7. Social-Emotional Domain?

5. Is there a significant correlation between the level of parents' involvement and the kindergarten learner's performance?

Null Hypotheses The following null hypotheses will be tested at a 0.05 level of significance.

Ho 1: There is no significant correlation between the level of parental involvement and the performance of kindergarten learners.

RESEARCH METHODOLOGY

Design. This study will employ a quantitative descriptive correlational research method, utilizing a standardized and modified questionnaire to assess parents' involvement, and data from the learner's Early Childhood Development Checklist to evaluate the kindergarten learner's performance. This method provides information from the situation that neither makes accurate predictions nor determines cause and effect. It will evaluate the Parents' Involvement in the Performance of Kindergarten Learners in the Corella District, Bohol. The data is presented numerically using statistics.

Environment. The study will be conducted in eight (8) Corella Public Elementary Schools in Bohol Province Division: Anislag Elementary School, Canangca-an Integrated School, Canapnapan Elementary School, Cancatac Elementary School, Corella Central Elementary School, Pandol Primary School, Tanday Elementary School, and Sambog Elementary School. The selected schools were categorized as small, medium, and large in student population size. The location of Corella District is an interior town northeast of Tagbilaran City, ten (10) kilometers away. It is the fifth (5th) class municipality in the province of Bohol. It has approximately 103 kindergarten pupils enrolled for the 2022-2023 school year.

Respondents. The population of one hundred three (103) learners, seven (7) kindergarten teachers of eight (8) schools, and eighty-two (82) out of one hundred three (103) parents of Corella Public Elementary Schools in Bohol Province Division, namely Anislag Elementary School, Canangca-an Integrated School, Canapnapan Elementary School, Cancatac Elementary School, Corella Central Elementary School, Pandol Primary School, Tanday Elementary School, and Sambog Elementary School. The researchers examined the impact of parents' involvement on kindergarten learners' performance.

Inclusion criteria of this research:

- a. either of the kindergarten parents who closely facilitate their child/children's learning.
- b. parents who have kindergarten learners must be enrolled in the whole school year and not a transferee student.
- c. If there are two kindergarten learners of a parent, only one learner will be considered.

The exclusion criteria of this research:

- a. Grandparents, relatives, or guardians have been excluded from this study.

The sample size of the retrieved respondents (103) was computed using a 95% confidence level and 5% margin of error. The sample size is identified from the population using Slovin's formula.

Below are the distributions of respondents per school.

Table 1. *Distribution of Respondents n=82*

School	Total No. of Pupils	Total No. of Parents	Computed Parent Respondents	Percent (%)
School 1	16	16	12	15
School 2	7	7	6	7
School 3	6	6	5	6
School 4	11	11	9	11
School 5	27	27	21	26
School 6	12	12	10	12
School 7	5	5	4	5
School 8	19	19	15	18
Total	103	103	82	100%

Instrument

To determine the level of respondents' parents' involvement in the kindergarten performance, a standardized and modified questionnaire will be composed of three parts.

Part I gathered data on the respondents' profiles, including age, sex, highest educational attainment, employment status, monthly family net income, and number of children.

Part II gathered the level of the kindergarten parents' involvement. It is a modified version of the researcher's questionnaire from Epstein et al. (2002), entitled *School, Family, and Community Partnerships: Your Handbook for Action*. Second Edition, which comprises forty (40) items. It encompasses levels of parenting, communication, learning at home, and monitoring of the child's behavior, which may apply to kindergarten learners. In determining the degree of challenges of parents' involvement, the researcher will use the following scale as the basis for the interpretation.

Scale	Numerical Rating	Descriptor Rating	Interpretation
4	3.25-4.00	Strongly Agree	Highly Involved
3	2.50-3.24	Moderate Agree	Moderately Involved
2	1.75-2.49	Slightly Agree	Less Involved
1	1.00-1.74	Disagree	Uninvolved

Part III of the tool measured early childhood development among kindergarten learners on the post-test assessment. It is a standardized assessment tool provided by the Department of Education. It composes a total of one hundred-nine competency or skills that includes: the gross motor domain with thirteen (13) skills, the fine motor domain with eleven (11) skills, the self-help domain with twenty-seven (27) skills, the receptive language domain with five (5) skills, expressive language domain with eight (8) skills, and cognitive domain with twenty-one (21) skills, and socio-emotional domain with twenty-four (24) skills. The total number of competencies or skills was one hundred nine (109). The respondent or the teacher adviser checked a particular rating scale, based on the indicators observed in the pupils.

The scale of the items as the basis for the interpretation will be the following:

The early childhood development checklist of kindergarten learners on their post-test assessment. It is a standardized assessment tool provided by the Department of Education. The kindergarten teacher advisers are tasked with checking one of the required forms that must be prepared and submitted to the school principal, who then passes it to the next level, grade one.

As the research instruments were drawn from multiple studies, they will undergo both face and content validity assessments. The items in the questionnaire will be presented to the district kindergarten coordinator and the Bohol Province Division kindergarten coordinator to check the content validity.

To assess the instrument’s reliability for parental involvement, it was subjected to Cronbach’s Alpha, yielding coefficients of 0.868 (Level of Parenting), 0.756 (Level of Communication), 0.782 (Learning at Home), and 0.872 (Monitoring Child’s Progress). The tool underwent pilot testing to ensure reliability and validity. Negatively stated statements on the identified dimensions of parents’ involvement were reversed in the rating from the Likert Scale during the processing of the data. The negative statements are as follows: Parenting, statements 6 and 8. Monitoring of child’s progress: statements 2, 4, 5, 6, 8, and 9.

Ethical Considerations. Ethical standards were followed in this study. The protocol will be strictly observed before conducting the research. The researcher reviewed the UB Research Office ethics panel committee before distributing the questionnaire to ensure that the “do-no-harm” policy had been followed correctly.

The researcher secured proper permission and consent from the parents and asked permission to obtain their Child's Early Childhood Checklist post-test from their kindergarten teacher through a letter to which they affixed their signature to signify their willingness to participate as the study's respondents. The respondents were assured of the utmost confidentiality. Moreover, respondents should participate based on informed consent. The principle of informed consent involves researchers providing sufficient information and assurances about taking part to allow individuals to understand the implications of participation and to reach a fully informed, considered, and freely given decision about whether or not to do so, without the exercise of any pressure or coercion, and no amount of money is involved.

Statistical Treatment. Before the data were treated, they underwent a normality test.

1. Percentage and Frequency. This test was used to examine the demographic profile of the parent respondents in terms of age, sex, highest educational attainment, employment status, family income, and number of children.

2. Weighted Mean and Composite Mean. This test was used to determine the level of parents' involvement in parenting, communication, learning at home, and monitoring the child's progress. It was used to determine the profile of early childhood development across the following domains: gross motor, fine motor, self-help, receptive language, expressive language, cognitive, and social-emotional.

3. Chi-square. It was used to determine the significant relationship between the profile of parent respondents and the level of parents' involvement, as measured by the Early Childhood Development Checklist, using both parametric and non-parametric tests.

4. Spearman Rank Correlation – Non-Parametric. This test was used to examine the relationship and the degree of significance between the profile of parent respondents, the level of parents' involvement, and the Early Childhood Development Checklist, as the data were non-parametric.

RESULTS AND DISCUSSION

Profile of the Respondents. Profile of the Respondents. This section presents the demographic profile of the respondents, including age, sex, highest educational attainment, employment status, monthly family net income, and number of children. The findings served as the basis for describing the background characteristics of the parents involved in the study on parental involvement and kindergarten learners' performance in Corella District, Bohol.

Most respondents were aged 33–42 years old (51.2%), followed by those aged 23–32 years old (32.9%). Only a few respondents belonged to the older age brackets. This indicates that the majority of the parents were

in middle adulthood, a stage often associated with active family and work responsibilities (Lazzara, 2020). Female respondents dominated the study population, comprising 82.9% of the total respondents, while males accounted for only 17.1%. This suggests that mothers remain more actively engaged in their children's schooling and day-to-day educational support, consistent with the findings of Derrick et al. (2022).

In terms of educational attainment, most respondents were high school graduates (45.1%), followed by college graduates (23.2%). Some respondents had reached college level (19.5%), while a smaller proportion had not completed high school (12.2%). Regarding employment status, an equal proportion of respondents were employed full-time (34.1%) or not working (34.1%), while others were self-employed (17.1%) or working part-time (14.6%).

The findings further revealed that the majority of respondents were from low-income households, with 69.5% earning ₱10,000 or less per month. Only a small percentage reported incomes above ₱20,000. In terms of family size, most respondents had one to two children, while only a few reported having five or more children. These findings suggest that the respondents generally came from modest socioeconomic backgrounds but remained engaged in their children's early education regardless of family size or financial status.

Parenting. Parents demonstrated a high level of involvement in parenting, particularly in ensuring school attendance, providing children's basic needs, and emphasizing the importance of education. These findings suggest that parents perceived education as a shared responsibility and actively supported their children's early learning experiences. However, lower ratings for monitoring gadgets and mobile phone use indicate emerging concerns about digital parenting and children's screen exposure. The findings support the study of Barnett et al. (2020), which emphasized that home-based parental engagement contributes significantly to children's school readiness and developmental outcomes. Similarly, Castro et al. (2015) found that parental involvement positively influences learners' academic and behavioral adjustment, especially during the early years of schooling.

Communication. The respondents also demonstrated high involvement in communication-related practices. Parents regularly received progress reports, attended school meetings, and accepted teachers' recommendations regarding their children's learning. These findings indicate a generally positive home-school partnership in the district. Nevertheless, lower ratings on initiating communication with teachers suggest that parental engagement remains largely teacher-driven rather than proactive. The results align with Durišić and Bunijevac (2017), who argued that effective communication between schools and families strengthens parental participation and learner outcomes. Likewise, Epstein (2018) emphasized that collaborative communication between parents and teachers promotes stronger educational support systems for children and enhances student motivation and achievement.

Learning at Home. Parents were likewise highly involved in home-

based learning activities. The respondents commonly encouraged respect, emotional expression, and adherence to routines at home, indicating that parental involvement extended beyond academic support to socio-emotional development. However, relatively lower ratings on structured educational play and fine motor skill activities suggest that parents may need additional guidance in facilitating developmentally appropriate learning tasks at home. The findings are consistent with Akgül's (2021) study, which highlighted the importance of family participation in promoting children's rights, development, and educational support. Similarly, Wilder (2014) concluded that parental involvement at home positively affects children's academic achievement, motivation, and learning behaviors during the early years.

Monitoring the Child's Progress. Compared with the other dimensions, parents demonstrated only moderate involvement in monitoring their children's behavioral and emotional progress. Parents were more attentive to observable behaviors such as destructiveness and immaturity, while emotional concerns such as loneliness, low self-worth, and daydreaming received less attention. These findings suggest that parents more easily recognize behavioral manifestations than children's internal emotional experiences. The results support the findings of Cicekci and Sadik (2019), who noted that attention and behavioral problems among learners are often linked to emotional and psychological concerns. Similarly, Sheridan et al. (2019) emphasized that parents' active monitoring and emotional responsiveness are essential in fostering children's socio-emotional adjustment and school readiness.

Early Childhood Development (ECD) Performance. The kindergarten learners generally demonstrated positive performance across all Early Childhood Development domains, including gross motor, fine motor, self-help, receptive language, expressive language, cognitive, and social-emotional domains. Learners consistently attained developmental competencies expected at the kindergarten level, indicating age-appropriate growth and readiness for formal schooling.

The findings revealed strong performance in gross and fine motor skills, suggesting that learners possessed the physical coordination necessary for classroom participation, writing readiness, and play-based learning activities. Similar findings were reported by Cameron et al. (2016), who found that fine motor development significantly predicts academic achievement during the early grades.

In terms of language development, the learners demonstrated competence in both receptive and expressive communication skills, indicating the ability to understand instructions and communicate effectively with others. The findings support Vygotsky's (1978) sociocultural perspective that language development is strengthened through guided interaction and social experiences.

Likewise, positive outcomes in the cognitive domain suggest that learners were capable of engaging in age-appropriate reasoning, classification, matching,

and problem-solving activities. Bruner (1966) posited that children actively construct knowledge through meaningful experiences and interactions with their environment. The findings are consistent with the study of Cameron et al. (2016), which emphasized that developmentally appropriate early childhood experiences significantly contribute to children’s long-term academic success.

The learners also showed favorable self-help and social-emotional competencies, including independence in self-care tasks, cooperation, empathy, and respect for others. These findings reinforce the work of Diniz et al. (2021), who stressed that early social-emotional development serves as a strong foundation for lifelong learning, mental health, and interpersonal adjustment. Overall, the results suggest that supportive home and school environments contributed positively to the holistic development of kindergarten learners in the Corella District.

Significant Correlation between the Level of Parents’ Involvement and the Early Childhood Development (ECD). Table 2 presents the relationship between the level of parents’ involvement and the Early Childhood Development (ECD) performance of kindergarten learners. Using Spearman’s Rank-Order Correlation, the findings revealed a correlation coefficient of $\rho = 0.172$ with a p-value of .072, which is greater than the 0.05 level of significance. Hence, the study failed to reject the null hypothesis, indicating that there is no statistically significant relationship between parents’ involvement and the ECD performance of kindergarten learners.

Table 2. *Significant Correlation Between Parents’ Involvement and Early Childhood Development (ECD) Performance*

Variables	Statistical Test	ρ	p	Decision	Interpretation
Parents’ Involvement and Early Childhood Development (ECD) Performance	Spearman’s Rank-Order Correlation	.172	.072	Failed to reject the null hypothesis	No significant relationship

Note. Correlation is significant at the $p < .05$ level. Spearman’s rho (ρ) was used because the data were non-parametric. The obtained p-value (.072) exceeded the .05 level of significance; hence, the relationship between parents’ involvement and ECD performance was not statistically significant.

The correlation coefficient indicates a weak positive relationship; however, the association is not statistically significant. This suggests that although parental involvement can benefit children’s development, the differences observed in learners’ ECD performance cannot be entirely attributed to the degree of parental involvement assessed in this study. Additional factors—including teacher effectiveness, classroom environment, school readiness programs, peer interaction, nutrition, learning resources, and the individual developmental characteristics of children—can also play a crucial role in shaping early childhood development outcomes.

The results are consistent with the findings of Quijano et al. (2023),

which indicated no significant relationship between parental involvement and students' academic performance. In a similar vein, Fan and Chen (2001) highlighted that parental involvement does not consistently serve as a direct predictor of academic achievement, especially when assessed in broad terms rather than through specific home-based learning practices. Additionally, Castro et al. (2015) argued that the quality of parental engagement, rather than the frequency of involvement, has a greater impact on children's educational outcomes.

The findings can also be understood within the framework of kindergarten education, where various interconnected factors shape developmental outcomes. During the kindergarten stage, children experience significant growth in their cognitive, emotional, physical, and social abilities. Therefore, even with significant parental involvement, developmental outcomes may still be largely influenced by the quality of instruction, play-based learning opportunities, and children's developmental readiness. According to Bronfenbrenner (1979), child development occurs within interconnected systems, including the family, educational institutions, and the broader social context. This indicates that parental involvement works in conjunction with other ecological factors rather than functioning in isolation.

The findings can also be analyzed from the perspective of Lev Vygotsky (1978), who highlights that children's learning occurs through guided interaction and social experiences. In addition to the support parents provide at home, educators and peers play a crucial role as influential figures in children's learning and development. Similarly, Jerome Bruner (1966) suggested that children actively construct knowledge through significant experiences and interactions with their surroundings. Consequently, performance in early childhood development cannot be attributed exclusively to parental engagement; rather, it results from the synergistic impact of experiences across home, school, and community settings.

Even without statistical significance, the results should not undermine the critical role of parental involvement in early childhood education. Parents play an essential role in nurturing children's emotional security, motivation, discipline, and positive attitudes toward learning. Current studies consistently show that nurturing home environments play a significant role in enhancing children's confidence, behavior, and long-term educational outcomes (Barnett et al., 2020; Đurišić & Bunijevac, 2017). Therefore, it is essential to enhance parental involvement by fostering collaborative partnerships between schools and families that promote effective communication, support for learning at home, and a collective commitment to children's development.

CONCLUSION

The study concludes that parents in the Corella District demonstrated a generally high level of involvement in their kindergarten children's

education, particularly in parenting, communication, and learning at home. Parents actively supported school attendance, provided children's basic needs, maintained communication with teachers, and reinforced positive values and routines at home. However, parental involvement in monitoring children's emotional and behavioral progress was only moderate, indicating the need for increased parental awareness and responsiveness toward children's socio-emotional development.

The findings further revealed that kindergarten learners exhibited positive performance across all Early Childhood Development (ECD) domains, including gross motor, fine motor, self-help, receptive language, expressive language, cognitive, and social-emotional domains. This indicates that the learners generally attained age-appropriate developmental competencies necessary for school readiness and holistic growth.

Moreover, demographic variables such as age, sex, educational attainment, employment status, family income, and number of children did not significantly influence parental involvement. Likewise, no statistically significant relationship was found between parents' involvement and learners' ECD performance. These findings imply that while parental involvement remains important in supporting children's learning and development, ECD outcomes may also be influenced by other interrelated factors, including teacher effectiveness, classroom environment, school readiness programs, peer interactions, and learner characteristics.

Overall, the study underscores the importance of strengthening collaborative school-family partnerships in promoting children's holistic development. Although parental involvement alone may not directly determine ECD performance, active engagement between parents and schools remains essential for fostering children's academic readiness, socio-emotional well-being, and lifelong learning.

RECOMMENDATIONS

The following recommendations are based on the study's findings and conclusions.

1. The DepEd Kindergarten Curriculum designer or expert may consider the strict implementation for effectively promotes physical, social, cognitive, and emotional skills stimulation and values formation is offered to all five (5)-years old Filipino children to prepare them for Grade One sufficiently. So that they learn best through play and active involvement in concrete, meaningful experiences essential to healthy and holistic child development, as these give children opportunities to learn about and understand their world and to practice newly acquired skills.
2. School Administration may provide opportunities to intensify parental involvement for the improvement of the kindergarten learner's performance.

3. School heads may consider, in their administrative and supervisory functions, deepening their technical assistance and support to the kindergarten teachers.
4. Parents may have active participation in their child's school. They may be aware of how their child is progressing in school.
5. Future researchers may provide benchmarking and in-depth research on the implementation and implications of parents' involvement in relation to kindergarten learners' performance in order to enhance further the quality of the education system of the department.

REFERENCES CITED

- Akgül, M. Ş. (2021). Evaluating levels of respect for children's rights showed towards females from 18 to 25 years old during their childhood. *European Journal of Education Studies*, 8(3). <https://oapub.org/edu/index.php/ejes/article/view/3632>
- Barnett, M. A., Paschall, K. W., Mastergeorge, A. M., Cutshaw, C. A., & Warren, S. M. (2020). Influences of parent engagement in early childhood education centers and the home on kindergarten school readiness. *Early Childhood Research Quarterly*, 53, 260–273. <https://doi.org/10.1016/j.ecresq.2020.05.005>
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.
- Bruner, J. S. (1966). *Toward a theory of instruction*. Harvard University Press
- Cameron, C. E., Brock, L. L., Murrah, W. M., Bell, L. H., Worzalla, S. L., Grissmer, D., & Morrison, F. J. (2016). Fine motor skills and executive function both contribute to kindergarten achievement. *Child Development*, 83(4), 1229–1244. <https://doi.org/10.1111/j.1467-8624.2012.01768.x>
- Castro, M., Expósito-Casas, E., López-Martín, E., Lizasoain, L., Navarro-Asencio, E., & Gaviria, J. L. (2015). Parental involvement in student academic achievement: A meta-analysis. *Educational Research Review*, 14, 33–46. <https://doi.org/10.1016/j.edurev.2015.01.002>
- Cicekci, M. A., & Sadik, F. (2019). Teachers' and Students' Opinions about Students' Attention Problems during the Lesson. *Journal of Education and Learning*, 8(6), 15–30. <https://eric.ed.gov/?id=EJ1232893>
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications

- Derrick, G. E., Chen, P. Y., van Leeuwen, T., Larivière, V., & Sugimoto, C. R. (2022). The relationship between parenting engagement and academic performance. *Scientific Reports*, 12(1), 22300. <https://doi.org/10.1038/s41598-022-26258-z>
- Diniz, E., Brandão, T., Monteiro, L., & Veríssimo, M. (2021). Father involvement during early childhood: A systematic review of the literature. *Journal of Family Theory & Review*, 13(1), 77–99. <https://doi.org/10.1111/jftr.12410>
- Durišić, M., & Bunijevac, M. (2017). Parental involvement is an important factor for successful education. *CEPS Journal*, 7(3), 137–153. <https://doi.org/10.26529/cepsj.291>
- Epstein, J. L., Sanders, M. G., Sheldon, S. B., Simon, B. S., Salinas, K. C., Jansorn, N. R., Van Voorhis, F. L., Martin, C. S., Thomas, B. G., Greenfeld, M. D., Hutchins, D. J., & Williams, K. J. (2018). *School, family, and community partnerships: Your action handbook* (4th ed.). Corwin Press
- Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*, 13(1), 1–22. <https://doi.org/10.1023/A:1009048817385>
- Lazzara, J. (2020). *Lifespan development: A psychological perspective*. Open Textbook Library. <https://open.umn.edu/opentextbooks/textbooks/lifespan-development>
- Quijano, H. U., Uy, A. C., & Franca, G. C. (2023). Parental involvement and academic performance of Grade 12 students. *Asian Journal of Education and Social Studies*, 47(4), 11–17. <https://doi.org/10.9734/AJESS/2023/v47i41029>
- Sheridan, S. M., Smith, T. E., Moorman Kim, E., Beretvas, S. N., & Park, S. (2019). A meta-analysis of family-school interventions and children's social-emotional functioning: Moderators and components of efficacy. *Review of Educational Research*, 89(2), 296–332. <https://doi.org/10.3102/0034654318825437>
- Taber, K. S. (2018). The use of Cronbach's alpha when developing and reporting research instruments in science education. *Research in Science Education*, 48(6), 1273–1296. <https://doi.org/10.1007/s11165-016-9602-2>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press

Wilder, S. (2014). Effects of parental involvement on academic achievement: A meta-synthesis. *Educational Review*, 66(3), 377–397. <https://doi.org/10.1080/00131911.2013.780009>